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THE
HUMBERGER SCHOOL ASSOCIATION
AND ITS SCHOOL

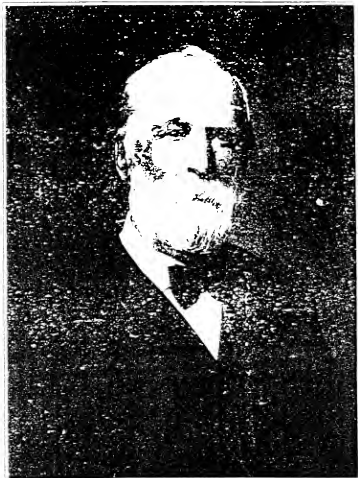
READ BEFORE THE
LEBANON COUNTY HISTORICAL SOCIETY

BY
CYRUS BOGER, A. M.

APRIL 28, 1911

Vol. V

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Origin

In Supt. Wm. B. Bodenhorn's Centennial Report of the history of schools in Lebanon County, occur these words: "In the early part of the nineteenth century there was a school-house built and a school organized in the northern part of Annville township, on the premises now owned by Mr. William Tobias."

In Joseph H. Warner's historical paper, on "Annville, Township and Town," read before this body two years ago, the Humberger School is called "One of the oldest schools—probably the oldest in Annville township." That this school was organized much earlier than "the beginning of the nineteenth century" will appear from the following data:

The founders of the Humberger School and Humberger School Association were a part of that migratory wave set in motion by the Reformation, and swelled subsequently by the Thirty Years' War which desolated Germany from 1618 to 1648. Its founders came from the country which that great apostle of freedom of conscience, William Penn, had twice visited.

The Humberger school-house was located on an unseated tract of land, five acres in extent and triangular in shape,

lying in Lebanon Township, Lancaster County, on the road leading from Annville to Jonestown, about three miles north of the former and four miles south of the latter. Westward, within half a mile were later erected the Union Canal Water Works. These five acres were bounded on the north by lands of Daniel Henning and Frederick Heilman east by John Moyer and south by Valentine Boger. When the school was built, a large part of this triangle, and nearly the whole of the immediately surrounding properties, were covered by the unfenced primeval forests, thus affording the pupils ample room for play grounds.

The school-house was built of hewn logs, was one and a half stories high, contained three rooms on the first floor, one of which, having a huge fire place was used as a kitchen and dining room, a second was a bed-room and the third and largest was reserved for the school. Whether this house was erected by an individual, or by the combined efforts of the neighbors, cannot now be told. Among the papers gathered for this history, the following was found: "A man who claimed he was a teacher secured this tract for the purpose of a school, Humberger bought it from him." This claimant is believed to have been an early immigrant, Johann Heinrich Yingst, who left his native city Herborn, in the Palatinate, in May 1761, and became the first founder of the Humberger School. This may be tradition, but tradition always contains an element of fact.

Evidently the effort to start a school was a voluntary cooperation of the community at a date early in the eighteenth instead of the nineteenth century. The authentic records will show how early this school was started.

In 1841 the so-called owners of this school property, finding that they had no legal title to their claim, applied for and obtained a patent for this triangle. In this application, made by Samuel Heilman, as Trustee of the Humberger School

House and Land, to John Klingensmith, Esq., Secretary of the Land Office, occur these words: "On which tract there was made an Actual Settlement and improvement by the predecessors of said School House and Land." This application is fortified by the following affidavit: "Before us, the subscribers, two of the Justices of the Peace in and for the County of Lebanon, personally came Martin Meily, a disinterested witness and being duly affirmed agreeable to law, did dispose and say to his certain knowledge the above described tract of land was first improved in the month of September, 1784, and not before, that grain hath been raised thereon and that the said House and Land hath been occupied a school house since the month of September, A. D. 1784."

"Affirmed and subscribed the 13th day of January, A. D. 1842, before us.

MARTIN MEILY,
SAMUEL MILLER,
JNO. G. STINE."

This affidavit is followed by another of the same date in which Samuel Heilman "did depose and say that to the best of his knowledge and belief no warrant or other office right hath issued for the land above described."

In consequence of this application a warrant was granted by the proper authorities on the 14th day of January A. D. 1842 and the required survey was made by William Rank, Deputy Surveyor of Lebanon County on the 18th day of January A. D. 1842.

The above records prove clearly that Supt. Bodenhorn was misinformed when told that the origin of the Humburger School was in the early part of the nineteenth century, and that your former local historian, Jos. H. Warner was correct in calling it "Probably the oldest" in Annville township.

Name.

The reason for naming the school property for Henry Humperger may be inferred from the following facts:— In I. D. Rupp's 30,000 Names of Early Emigrants, it is stated that Henrich Humberger, a Palatinate, landed at Philadelphia, August 28, 1733. That he was a large landholder in the neighborhood is attested by his patent for 200 acres of land, granted January 4th, 1749. Thirty acres of this was sold on the 27th of April, 1776, to Adam Bard as appears from a Bond of Idemnification granted by Henry Humberger to Adam Bard as follows:

"Know all Men by these Presents That we Henry Humberger of Lebanon Township, in the County of Lancaster, in the State of Pennsylvania, Yoemen, Peter Klob, Junr and John Hane of Berks County, in the said State Yoemen are Held and firmly bound unto Adam Bard of the Township of Lebanon in Lancaster County aforesaid Yoemen in the Sum of Three Hundred pounds Lawful Money of Pennsylvania to be paid to the said Adam Bard or to his certain Attorney, Executors, Administrators or Assigns. To which Payment well and truly to be made we do hereby bind ourselves Jointly and Severally our Heirs, Executors and Administrators, and every one of them firmly by these Presents. Sealed with our Seals. Dated the twenty Seventh Day of December in the Year of our Lord, One thousand, Seven Hundred and Seventy-Six."

"Whereas, the above bounden Henry Humperger lately purchased from Peter Eshelman a Certain Tract of Land situate in Lebanon Township aforesaid And the said Peter Klob and John Hane became Security in fifteen Several Bonds which they and the said Henry Humper delivered the said Peter Eshelman for Part of the Purchase Money for the said Tract of Land. In Consideration Whereof the said Henry Humperger executed a Mortgage to the said Peter

Klob and John Hane, of the Tract of Land aforesaid, in Order to secure & indemnify them as & for being Bail or Security for him the said Henry Humper- in the several Bonds aforesaid. And Whereas, the said Henry Humper & Catharine, his Wife, by a Bill of Sale or Conveyance bearing date on or about the 27th day of April last granted Thirty Acres (more or less) Part of the aforesaid Tract of Land unto the said Adam Bard in Fee—which said Thirty Acres or thereabouts, adjoin the said Adam Bard's other Lands and Lands of Jno. Kingrich, and was granted to the said Adam Bard since the said Mortgage was Executed as aforesaid.

"Now the Condition of the foregoing Obligation is such that if the above bonden Henry Humperger Peter Klob and John Hane, their Heirs, Executors, Administrators & Assigns, or any of them shall and do will and sufficiently Indemnify, save and keep harmless & indemnified the said Adam Bard; his Heirs, Executors, Administrators & Assigns and every of them of and from and touching and concerning the aforesaid Mortgage and all troubles Costs and Charges relating to the same Then the foregoing Obligation to be Void otherwise to remain in full force power and Virtue.

HEINRICH HUMBERGER, (L. S.)

PETER KLOPP, (L. S.)

JOHANNES HAEN, (L. S.)

Sealed & Delivered
in the presence of us
Anna Maria Thom
John Thome.

Said Adam Bard's land was adjacent to the
School House triangle on the north. But that

neither Humberger nor Bard owned in fee simple the school property is evidenced by the restlessness of its so-called owners who by some means discovered that they had no legal title to the property and to secure such title the measures above cited were taken. That Humberger was respected and honored among these early settlers no other proof is needed than that they perpetuated his memory by naming their school after him. This school had no parochial patronage. Its patrons dwelt from three to four miles from the nearest church, yet they felt the urgent necessity of providing for the education of their children. Hence, though scattered over a circle at least three miles in diameter, and unaided by either church or state, by co-operation they established and maintained a school until in 1851, when the Free School System became general throughout the Commonwealth.

New School House.

From 1784 to 1842, a period of 58 years, this log house was used both as a school and a dwelling house. During the latter part of this period, owing to an increase in population and to the influence of the construction of the Union Canal, it was found necessary to enlarge the school facilities. The construction and management of the said Canal not only increased materially the population, but infused different national characteristics. The educational wants of the English and Irish children called for recognition. Such names as Hean, Ashmead and Black appeared among the residents. These were not satisfied with the almost exclusively German instruction. The German patrons also began to see the importance of meeting the necessities of the times by providing ampler school accommodations as well as a better class of teachers who could speak and teach English as well as German.

To secure these improvements they needed first, legal

title to their property; second, a new school-house; third, better teachers. To this end seventeen of the so-called owners formed an association to be goverend by a Constitution which they named "Grundregeln der Humberger Schulgesellschaft." This document is executed in beautiful German script, contained twenty articles, and was executed and signed on the 5th of March, 1842. The signers were:

Henrich Heilman
Philip Heilman
Conrad Daub
Abraham Miller
David Boger
Johannes Fabeſt
Daniel Henning
Jacob Miller

Abraham Fernsler
John Heilman
Samuel Heilman
Daniel Heilman
Abraham Sherch
Joseph Boger
Samuel Foucht
Joseph Heilman

Nine of these signatures are in German letters, and the others in English. Those who signed in English script, were with one exception as German in origin as the rest, but they had learned to write the English hand. This Constitution is well perserved in blank book form and is accompanied by an English translation, as follows:

Whereas we the subscribers owners of the school-house and land thereunto belonging situate in Annville Township Lebanon County and State of Pennsylvania previously called Humberg's School house are convinced of the necessity of erecting a new school house therefore to accomplish the same and to keep said property in order and for the advancement of the school as well as for the purpose of keeping order and union among us we have formed ourselves into an Association and adopted the following Articles as Fundamental Rules and promise faithfully to fulfill the same.

Art. 1. This Association shall be called the Humberger School Association.

Art. 2. No person can ever be a Member of this Association who is not a freeholder and who does not subscribe these Rules.

Art. 3. The officers of this Association shall consist of one Trustee one Overseer and one Treasurer who shall also act as Secretary.

Art. 4. The duties of the Trustee shall be to keep secure the Deed and the Title papers for the land and shall act as Chairman at each Meeting of the Association also perform such other duties as usually pertain to his office.

Art. 5. The duties of the Overseer shall be to notify the members of each special meeting, either personal or through Notice at their dwellings at least one day before such meetings and perform such other duties usually pertaining to his office.

Art. 6. The duties of the Treasurer shall be to keep a book and record all the resolutions, Acts and accounts of the Association in the same also receive all the monies and pay out the same upon the order of the Trustee or Overseer and enter all receipts and expenditures in said book and on each yearly accounting day and whenever required lay the same before the Association for examination.

Art. 7. Should both the Trustee and Overseer be absent at a meeting of the Association, then the majority of the members shall appoint a chairman for said meeting.

Art. 8. The members of the Association shall meet in the school-house on the last Saturday in August in each year in order to hold reckoning and elect an Overseer and Treasurer and perform such business relating to the School, School-house and Land as may come before them but should no meeting be held on said day or should said business not be performed then the same can be done at the next meeting of the Association and elect said officers. The officers shall hold their offices until others are elected.

Art. 9. The Trustee and Overseer shall be authorized to call a special meeting of the Association at such time as they seem expedient.

Art. 10. Should five members wish a meeting of the Association and the Trustees and Overseer refuse to call a meeting in such case said members can call a meeting provided that they notify each member according to the 5th Article of these rules.

Art. 11. All expenses which are made at the school-house and on the land shall be divided into equal shares among the members and each member shall be bound to pay his share of the expenditures and debts to the Treasurer.

Art. 12. No debts shall be contracted or expenses made unless by consent of the majority of the members which are present at a meeting.

Art. 13. No School master shall be employed or discharged unless through consent of a majority of the members present at a meeting.

Art. 14. The majority of the members present at a meeting called in conformity with these rules can transact such business and adopt such resolutions as they may think proper Provided that nothing is done in contradiction to these rules.

Art. 15. Each person although not a member of this Association shall have the right to send children to the school if such person pays his share towards the support and salary of the school master.

Art. 16. In case a member dies or sells his estate then he who owns such estate after him shall have the right to become a member of this Association if he subscribes these rules within the space of two years after he obtains such estate.

Art. 17. No member can leave this Association or withdraw and be discharged from the same until all debts are paid but should at any time a member refuse to pay his share of the debts or behave in an unbecoming and offensive manner at a meeting then the majority of the members present shall have the right to expel such member and exclude him from all right to the school house and land and erase his name but such expelled member shall be bound to pay his share of the debts which may then be, and he can never be received as a member again unless by consent of the majority of the members of the Association.

Art. 18. The school-house which may in future be erected on said land shall never and in no event be used for any other purpose than that of keeping school therein and for meetings of the Association as herein before mentioned.

Art. 19. In case no school is held in the school-house which is at present on said land the majority of the members can empower the Trustee or Overseer to lease the same either in part or the whole for the use of a private family and pay the rent to the Treasurer.

Art. 20. None of these Articles shall be repealed or altered unless through a majority of two-thirds of the members of the Association.

Done the 5th day of March in the year of our Lord 1842.

The Building Committee of the new school-house made their final report to the Association on October 14th, 1842, with a debt of \$84.83.

The new house was well built, well furnished and afforded ample room for all who were likely to apply for admission. It accommodated the children of about twenty families and had an attendance of from forty to fifty pupils. During the term of 1847-48 its patrons were: John Heilman, P. S., Abraham Fernsler, Dan'l Henning, Sam'l Heilman, Abraham Shirk, Joseph Heilman, Joseph Boger, Geo. Heilman, Peter Stely, Jno. Rupp, Henry Heilman, E. Ashmead, Jacob Dohner, Jno. Hean, Michael Heilman, Wm. Benson, Adam Leibig, Miss E. Strohmman, Jno. Heilman, H. S., D. G. Ziegenfusz, B. Shitz, Jacob Shultz, Jno. Richard, Jno. Tennis, Frederick Garst, David Uhrich, Levi Gingrich, Jas. Elliott. These twenty-six patrons severally paid the teacher three cents a day tuition for their children. The teacher's gross income for the two terms, ending April 1st, 1848, was \$163.44, out of which he paid for coal and making fire \$9.10, leaving a net income of \$154.34, to support himself and wife. He lived in rented rooms, but the rent was low and food was cheap. His reputation as a teacher had reached the town of Annville, and in consequence the Trustees of the Annville Academy secured his services for the next term. His name was William Stewart.

This new house accommodated the school of the Association until 1852, when it was leased to the township for free school purposes. Soon afterwards in 1857 the Association sold the school-house to the township and the dwelling house and land to Gideon Rupp, receiving for the former \$225, and for the latter \$975. These two amounts added to a balance in the treasurer's hands, and deducting \$70.85 for necessary expenses, left \$976.82, to be divided among the members of the Association, each of whom signed a receipt for \$57.46, and the Humberger School Association ceased

to exist. It died hard. Its patrons had little faith in the State schools, and for years had refused to accept them. At every spring election and whenever an opportunity was given to accept or reject the State school system, they had voted emphatically for rejection. When on occasion the roads were made impassable for wheeled conveyances by fence-high snow banks, they forced their way to the polls, some on foot and others on their strongest horses, to prevent what they regarded as the imposition of the "Zwing Schule."

Were they right? Were they wrong? Who knows? It is impossible to put ourselves in their shoes. The school which they had maintained for at least seventy years seemed to answer their purpose. They were even willing to admit the charity pupils for which the county paid—and a list of such pupils is on record for the terms of 1847-48.

Perhaps the greatest objection of our forefathers to the free schools was the disuse of the German language. This clinging to its mother tongue is a characteristic of every nation in history, but in none stronger than in the Teutonic peoples. With a history and a language dating back to the days of Julius Caesar, with a literature in poetry, philosophy and religion, exemplified by such gigantic intellects as Goethe and Schiller, Kant, Zwingli, Erasmus and Luther, they hoped for no improvement, either in morals or religion by becoming English. If the children failed to get a reading knowledge of German and would read only English there would soon be an end of German preaching and of all which that would involve. Such consequences were regarded as a calamity. The first term of the free schools in the Humberger school-house seemed to justify their worst fears; for when on the opening morning in October 1852, the pupils brought their bundles of books in which perhaps a Geography, a Grammar or an Arithmetic held a conspicuous place, they were asked: "What

do you want with all these books?" They were also told that a knowledge of "Rithmetick, Reading and 'Riting," was all they would ever need. So some weeks later when the pupils, who under previous teachers had made some progress in Emerson's Third Arithmetic, needed some help in their problems they were put off to a more convenient time. Evidently the master needed an interview with his friend, the Key; but unfortunately for him, the key to Emerson's third part was a very thin book, containing only the answers, which Emerson had wisely excluded from the text book. This teacher's "convenient time" never came and ciphering in the third part ended. The intricacies of Syntax and parsing were never attempted, so that those pupils, who in the Humberger School had had daily lessons in Arithmetic, Grammar and Geography, were put to their wits end to devise ways and means of spending their-school hours without coming in conflict with the master's rod. One boy, I remember, attempted to read the Saturday Evening Post in School, but this venture was promptly suppressed by the master's method of introducing knowledge through the back. For using the rod this master was well qualified. Strong in body, weak in book knowledge, he maintained to the end of the term a sullen submission to his authority.

Books

The books used in the school indicate to a large extent the quality of the teaching done there. The Humberger school books were similar in kind to what were found in all schools of those days. Nine-tenths of the patrons, being German in origin and language, clung pertinaciously to their vernacular, and insisted that first of all their offspring must learn to read and write the mother tongue. Hence the A B C Buch was generally the beginner's book instead of the English Primer. In those days no public authority dictated what books should be used. Pupils

brought what the parents supplied. Hence in the earliest days of the Humberger school it was rare to find two pupils having the same primer or reader.

One of the beginners' books in this school was

Ein

wohl eingerichtetes deutsches

A B C

Buchstabil und Lesebuch

zum Gebrauch

deutscher Schulen

Enhaltend

Das A B C, nebst vielen Arten Buchstabil-und Lese-
uebungen. Eine Anweisung das Deutsche recht zu lernen,
mit Einen Kurzen Unterricht vom Schreiben.

und Rechnen.

Etliche angenehme und lehrreiche Erzehlungen, Fabeln
mit Kupfern, und poetische Stueche.

Eine kurze Erdbeschreibung, und ein sinnreiches Bild vor
dem Buche.

M B

Germantau

Gedruckt bey Michael Billmeyer, 1795.*

* The fac-simile on the opposite page of this now very rare book is that of a copy owned and used by the writer himself in his school days.

Ein
wohl angeordnetes deutsches

A B C

Alphabet- und Lesebuch

am Gebrauch

deutscher Schulen.

Das A B C ist in drei Theile getheilt: Alphabet, mit
Übungen. Eine Sammlung von deutschen Worten, die
mit einem kleinen Uebungsbuch vom Schreiben

ausgezeichnet und lehrreiche Abbildungen. Ein
Vocabular, das deutsche Worte.

Ein sehr nützliches und ein angenehmes Buch für den
Schüler.



In the preface of this book the author gives most excellent advice to teachers and parents on the importance of skill in the use of correct German. He believes that German is more easily acquired than English, and even advises parents who wish their children to learn English, to have them taught German first. Reading in full sentences is introduced as soon as words of two and three letters are spelled. Among the first reading lessons occur such sentences: Wenn schon ein Narr, was wahr ist, spricht, so glaubt man ihm doch nicht. Wie der Baum so die Frucht, und an der Frucht kennt man den Baum.

The Lord's Prayer, the Ten Commandments, and the Apostles' Creed fill two pages; ten pages are devoted to Syntax; here the nouns and pronouns are declined through six cases, after the manner of Latin Grammars. Then follow five pages on the value and rarity of good penmanship. Short anecdotes, fables, and practical selections follow. Lastly we have "Eine kurze Erdbeschreibung in which Philadelphia is described as having 5000 dwellings and 43000 Einwohner, von welchen.....der dritte Theil Deutsche sind." "Des nachts wird die Stadt durch Laternen erleuchtet und durch Nachtwächter bewachtet."

The English companion to Billmyer's book was Thomas Dilworth's "New Guide to the English Tongue in Five Parts," printed in Philadelphia by Henry Sweitzer, Anno 1798. Dilworth was an English school master, and his book was first published in England and reprinted in Philadelphia as early as 1757. The first part contained the alphabet in small, in capital, and in italic letters, the usual ba, be, bi, bo, bu, lessons, then came exercises in words of two, three and up to six syllables: intermingled was suitable reading matter, principally of a religious character, much of it from the Psalms and Proverbs.

Part II contains a "table of words of the same sound but differing in spelling and signification."

Part III devotes thirty pages to "A Practical English Grammar."

Part IV embraces a "useful collection of sentences in prose and verse, divine, moral and historical," and a "select number of fables."

Part V has an opening and a closing prayer, and three Arithmetical tables.

In a single volume there are embraced in each of these text books the subjects of Reading, Spelling, Grammar and Geography—matter which in later school books was spread out, perhaps sometimes too thinly, into dozens of volumes. The moral and religious tone prevailing said books indicates how our forefathers felt as to these matters.

Both these books were used in the Humberger School, while located in the old building. The one in my possession says on the fly leaf,

"John Boger, his book. 1799."

The earlier Humberger teachers had no school readers. As soon as pupils had partly mastered such books as are named above, the Psalms, New Testament and often the whole Bible, were used as reading books. Somewhat later Lindley Murray's English Readers were introduced, but the high literary character of the selections, drawn from Blair, Hume, Goldsmith, Pope, Cowper and Milton, did not commend itself, either to the taste, or to the judgment of the patrons of the school. Next came Lyman Cobb's graded series of Spellers and Readers. These were used soon after moving into the new building, and were regarded as a great improvement on the books previously used. Noah Webster's blue-covered and red-backed Elementary Speller was the next favorite spelling and reading book.

In Arithmetic it is doubtful whether Dilworth's famous

"Schoolmaster's Assistant" found its way into the hands of the pupils, though Joseph Cruikshank reprinted it in Philadelphia, Anno 1793. The writer's copy of it was evidently never used by pupils, but, as its title implies, was employed as the master's help in propounding work for the older scholars.

Fourteen years afterwards, in 1807, in our neighboring city of Reading, there was published by Johan Ritter, an Arithmetic dedicated to the "Americanishen deutschen Bauern und Handwerks-Leuten" by Carl Kessler, Entitled:—

Anfangsgrunde
der
Rechenkunst
zum Gebrauch der
Deutschen Schulen
in den Vereinigten Staaten von America.
und besonders in Pennsylvanien.

A well preserved copy of this Arithmetic proves that it was used in the Humberger school by Jacob Rupp and the writer's uncle. Were it within the province of this paper it would be easy to show the superiority of Kessler's book over Dilworth's as a help and text book for the children of German farmers and mechanics. Kessler's Arithmetic was favored because it was written in the language understood by pupil and teacher instead of in a tongue "die der Schueler oft nicht hinlaenglich versteekt." This Arithmetic held the field till about 1840 when it was displaced by Stephen Pike's "Teacher's Assistant," the superiority of which was supposed to consist in the fact that a "large proportion of the examples are in Federal Money." Pike, yielding to the necessities of times, furnished concise rules for reducing English to Federal currency, but ninety-nine per cent. of all examples involving money are in English

Money. Edward Friel, one of Humberger's teachers left his copy of Pike in the neighborhood.

In 1834 John Rose copyrighted "An Explanatory and Practical Arithmetic," which was published in Philadelphia in 1836, and used in the Humberger School, on its removal to the new building. In this Arithmetic, Federal Money was granted due prominence, while pounds, shillings and pence were assigned a back seat.

About 1845 Emerson's three-book series occupied the entire field, and held the ground until the school was merged into the Free School System in 1852.

For penmanship there were no Spencerian copy books, no Esterbrook steel pens, no Arnold's writing fluid and no Dixon's lead pencils. The writing materials were almost altogether home made.

A paper mill built in 1793 by Adam and Catherine Heilman, and owned by one of the patrons of the school, furnished the paper. Geese supplied the feathers, which the master's penknife converted into quills. The nut galls of the neighboring oak supplied the dye for ink. The master had to set the copies, and much of his reputation depended upon the beauty and regularity of his handwriting.

In the first period of the Humberger School there were no separate books for teaching Grammar or Geography; later Mitchell's Geographies and Roswell C. Smith's Grammar came into use.

Teachers

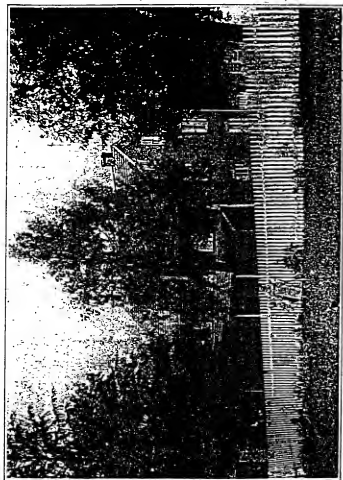
The front room of the combined school and dwelling house, was used for the school. Its dimensions were 14 by 15 feet, ceiling 7 feet above the floor, and had two windows for light. The teacher's desk occupied the east end, the water-bucket and door the south-west corner, and

around the sides of the room desks were fastened to the wall, supplied with long benches, for the use of the scholars. A huge ten-plate woodstove stood in the centre.

Only the imagination can picture the discomfort suffered by the occupants of that dingy, low-ceilinged-room. Imbued with our present ideas of the comfort, convenience, beauty and appliances of modern schoolrooms, one is tempted to say, "there could be no school in such a cell." Yet there was a school there. Neither books, nor building, nor appliances can make the school. Instead there must be a teacher, who loves and understands children; one whose aim is to make men and women out of his pupils; who sees the finished statue in the block of marble; who regards the child as a germ or bud for whose successful unfolding he is responsible. Such teachers, let us imagine, lived and taught in the Humberger School. With two exceptions their very names have perished. Their deeds and influences survive in the sturdy and intelligent citizens for which the neighborhood is noted. The last two who taught in the old building were William Elliott and Augustus Huber—the latter an uncle of the lately deceased Dr. William S. Huber. From these the writer learned his a, b, c's, and perhaps a little reading. On removal to the new building in 1842, Jacob Gingrich, a resident member of the large Gingrich family, was the first teacher. Small of stature, but kind of heart, his pupils wanted to go to school. Some brought English books, more had the German. German was easier to learn than English, not only because its alphabet is more phonetic than the English, but because it was the language of the fireside.

Solomon Heilman followed Gingrich, and taught along the same lines. Educated according to the times, and the father of a large family of children, he was able to put himself "*in loco parentis*."

Next came William G. Ward, the son of Jacob Ward,



THE HUMBERGER SCHOOL BUILDING AS REMODELLED

a farmer of the neighborhood. He was also a teacher in the Heilman Dale Sunday School, and later taught in the public schools of Lebanon.

About the year 1845 the patrons of the school felt the necessity of exclusive English teaching. During the years 1825, 26 and 27, while the Union Canal was being constructed there was an influx of English and Irish families, such as the Ashmeads, Heans, Sudbury's and Maguires. These wanted English teaching. They saw that their children's speech would be more or less corrupted in a school where the language of the playground, in fact all the intercourse among the pupils, was in the peculiar German dialect of the Palatinate. Even the old patrons themselves, after much hesitation and due consideration for the future of their children, were convinced that there should be a purely English school. So a Connecticut Yankee, Dan'l U. Sheets, was secured. He could not speak German. Authority was given him to prohibit the use of German in the school, on the playground, on the way to and from school and even at home. This was a radical rule, but it was rigidly and successfully enforced. The parents co-operated and compelled their children to speak the same language at home as at school. In teaching the master introduced the Lancasterian or monitorial system, and the monitors were required to watch the conduct of those in their charge out of school as well as help them with their lessons in school. This furnished a detective force which brought to the master's knowledge all the violations of his rules.

Being young, and unmarried, teacher Sheets kept a pony for moonlight excursions and sleigh rides, during which the conveyance generally had more than one occupant. But there was a second pony, kept only in the school room. This one was neither a quadruped nor a biped. He had a perfectly straight and rather sharp-edged back, and when not in use kept his one-legged position by leaning

against the wall behind the teacher's chair. He stood there silently waiting for a rider and when a detective reported that Johann Grauskop, or Wilhelm Schneeweis said to Betsy Heembeer, "Ich gleich dich," the pony got a rider unless the boy was able to secure immunity by paying a fine of one cent. But as copper pennies were then even scarcer than now, the usually luckless and penniless culprit, astride the pony, had to face the school, whose artful smiles he vainly tried to dodge. The girls especially took wicked delight in staring at the rider of a pony that stood in imminent danger of having his single support kicked from under by the teacher's boot-toe. And whenever the rider's listlessness, or inattention to his book, brought on such a catastrophe the suppressed mirth broke out in volcanic fury. Time and authority were needed to restore the usual tranquillity. However, the rule and the pony were successful, and we had the first English School. This rule was hard for some of the pupils. They were to answer questions asked in a language foreign to them and to solve problems the wording of which they could not understand, and at home to ask for a piece of bread and butter by the deaf and dumb manual.

Daniel U. Sheets was a good teacher. His success elsewhere had brought him to the notice of the Humberger school authorities. And when they had secured his services some of his former pupils followed him, and paid board and tuition to attend his school. In this way Ex-Sheriff Martin Bowman, from Palmyra, and Peter J. Roebuck, from East Hanover, secured some of their early school training. Both these boys boarded in my father's house.

When Sheets needed blackboards and outline maps he made them himself. On Saturday forenoons the older pupils were glad to help him in supplying these necessities. We feared and loved him as we did our parents. Not only

in school but on the playground, he shared our joys and sorrows.

The next teacher was William Stewart from Chambersburg. Of him it can truly be said that he led a godly life and felt the heavy responsibilities of his calling. His success during the two quarters of 1847 and 1848 was such that the Annville Academy took him from us at higher pay than the Humberger patrons were willing to give.

A student of medicine, John Greenawalt, from Lebanon, filled the master's chair during the short interim between Wm. Stewart and David S. Raber. Mr. Raber taught here during the years 1848 to 1852. He was raised in the bosom of a Reformed family in Lebanon, and educated in the Lebanon Academy. Due regard for the truth compels me to say that his school discipline was such as would now not be tolerated. In those days corporal punishment was the acknowledged rule both at home and in school. A whipping by the schoolmaster was often duplicated, with interest by the father. Pupils secured immunity from home punishment only by reticence as to school incidents. However, some of Mr. Raber's assaults upon the pupils could not be concealed from the parents. An ear pulled so roughly as to cause inflammation, resulted in investigation, and in several instances produced earnest and forcible protestations from parents. The writer has a vivid recollection of a schoolmate whose castigations were sometimes oftener than daily, and which in several cases were more than brutal, for instance—a rope noose was put about the boy's neck, and then the other end was thrown over a heavy spike in an over-head joist and the offender was raised to an almost hanging position. On another occasion the same boy was threatened with having a part of his tongue cut out. The teacher's knife was whetted in sight of the whole school, the pupil's head was firmly held and the tongue was grasped and a cutting motion was made. Providen-

itally this tongue of Calvin U. Heilman was saved to deliver a graduating oration at Franklin and Marshall College in the year 1862 and subsequently to preach from the pulpit "peace on earth (and) good will toward men".

Another torturing device was to hold out at arm's length a heavy iron poker until from muscular exhaustion the arm would drop. Can any one forget such sights or avoid their brutalizing influence? The story seems incredible.

Mr. Raber was the last teacher employed by the Humburger School Association. In 1852 the school-house was leased to North Annville township for public school use, acceptance of the free school system having at this time, by Legislative action been made mandatory.

The first teacher under the new regime was Henry Blouch. Of his ability to impart knowledge by the rod we have already spoken. He taught during the winter of 1852-1853.

In contrast with Mr. Raber's teaching and discipline we next had the mild and humane influence of Jos. W. Crabbe. With a somewhat defective eye-sight he yet maintained such order in his room and infused such an interest into the pupils' work as few teachers succeed in getting. Under his administration interest and love, like a sweet fragrance, filled the atmosphere of the schoolroom. Mr. Crabbe's term of service began in the Fall of 1853 and ended in the Spring of 1855. After a year's sojourn with friends of his in Covington, Kentucky, he returned to this State, and took up residence in the town of Lebanon. Here he took up his former work, that of teaching, and continued teaching in its public schools until unfitted by physical disabilities due to his advanced years.

During the months of April, May and June in 1885 immediately after the close of Mr. Crabbe's term, Joshua B. Lentz taught what was called a "Summer" or "Pay School,"

that is a school for the children of certain paying subscribers.

With the last named teacher ends our record of those known to have taught in the Humberger School House. Whilst it is entirely likely that it was used for school purposes, altho as a free school during the winter terms of 1855-1856 and 1856-1857, there is no record known to exist to show this, nor of the names of the teachers. During the latter named period, namely 1856-1857, the Association arranged to sell the building together with its other holdings and did effect such sale as previously shown, and thereby also ended its Associate existence, which latter covered a period of years beginning in 1842 and ended May 14, 1857. The building, now after the latter date the property of the township, continued to be used for free school purposes for many years, after which it was abandoned in favor of a new township school house erected some hundred yards eastward of the old site then in turn was sold and razed to the ground.

A few who got their common school training here should be mentioned. Three, namely: Rev. U. Henry Heilman, of Jonestown; Dr. S. P. Heilman, Heilman Dale, and Rev. Calvin U. Heilman, of blessed memory, graduated from Franklin and Marshall College. John Benson, Esq., in his day a leading member of the Lebanon bar, was another pupil. The late ex-Councilman, Geo. W. Black, was a school and class-mate of the writer. In September, 1853, Cyrus Boger, trusting in the instruction received from the Humberger teachers, had the temerity to apply for a school in East Hanover and as there was then no County Superintendent to test his qualifications, he was hired to teach five months there at sixteen dollars a month.

In gathering the matter for this paper it was found necessary to consult the archives of the Interior Department at Harrisburg. Some of the remaining documents were

found in the care of the Hon. H. C. Snavely, Sam'l W. Heilman and Dr. S. P. Heilman. A few of the surviving pupils, such as Henry Miller, Mrs. Laminnda Heilman, Mrs. Joseph Crabbe and her sister, Lizzie, also served materially to refresh our memory. In conclusion it is to be hoped that this feeble attempt to prevent the complete effacement of the traces which the Humberger School has left upon the shore of time, will prove that the community in which the school was maintained did not belong to that class which Beecher, in his Norwood characterizes as stolid, ignorant, and unpatriotic Pennsylvania Dutch farmers. In intellect, in religion, in education and in loyalty they belonged to that nationality which in Pennsylvania boasts of a Muhlenburg, a Schlatter, a Schultz, a Ritner, a Schmauk and a Nathan C. Schaeffer.

As is to be inferred from the text, Prof. Boger, the writer of this paper, was also a Humberger School pupil. In the final make up of a biography of him a very large part of it will have to deal with the extensive educational work done by Prof. Boger in the County of his birth and of his life-long residence, as a teacher in the Annville Academy; Principal of the Boys' High School, Lebanon; Principal of the Girls' High School, Lebanon; Superintendent of the Schools of Lebanon County, and Superintendent of the Public Schools of the City of Lebanon, in all of which positions, covering nearly a half century in time, his work was held throughout as highly efficient. (Secretary of the Society.)

